

The PAAP is Directly Aligned to Maine's Learning Results Content Standards and Performance Indicators

2006-07 PAAP Rubrics		Mathematics Content Standard A Numbers and Number Sense Choice 1			
		<i>Students will understand and demonstrate a sense of what numbers mean and how they are used.</i>			
PAAP Rubric Level 1	Level of Complexity 1	AF2. Student can match coins (penny, nickel, dime, or quarter) to the coin's picture or a coin of the same value.	AF2. Student can match coins (penny, nickel, dime, and quarter) to the coin's name, given orally or in writing.	AF2. Student can identify (name or label) the penny, nickel, dime and quarter, and give the value of two of them.	AF2. Student can identify (name or label) and give the value of the penny, nickel, dime, and quarter.
	Level of Complexity 2				
	Level of Complexity 3				
	Level of Complexity 4				
PAAP Rubric Level 2	Level of Complexity 1	A3. Student can identify monetary values written with decimal points.	A3. Student can demonstrate understanding of the meaning of decimals through hundredths or money.	A3. Student can demonstrate understanding of the meaning of decimals through hundredths in money contexts only.	A3. Student can demonstrate knowledge of the meaning of decimals and integers and an understanding of how they may be used.
	Level of Complexity 2				
	Level of Complexity 3				
	Level of Complexity 4				
PAAP Rubric Level 3	Level of Complexity 1	A3. Student can use divisibility rules for 2, 5, and 10.	A3. Student can recognize and apply concepts of prime and composite numbers and use divisibility rules for 2, 3, 4, 5, 6, 9, and 10; and recognize and find factors and multiples of natural numbers.	A3. Student can apply concepts of ratios in practical or other mathematical situations.	A3. Student can apply concepts of ratios, proportions, percents, and number theory (e.g., primes, factors, and multiples) in practical and other mathematical situations.
	Level of Complexity 2				
	Level of Complexity 3				
	Level of Complexity 4				

Maine Learning
Results Content
Standard

Maine Learning Results
Performance Indicator

Maine Grade Level
Expectations
(gray boxes)

Date: May 26, 2004

To: PAAP Participants

From: Mona Baker/Linda Parkin

Re: PAAP Rubric Review

As the school year comes to a close we in “PAAP Land” are gearing up for summer work. We anticipate engaging in two very important efforts this summer. One is working on the PAAP Task Bank and the other is to review and improve the PAAP Rubrics. This letter comes to you as a plea and request to join us in the latter task. On **June 25th** we would like to bring together 15 – 20 individuals who have been deeply involved in the PAAP process and have expressed interest in examining the rubrics and making recommendations for changes.

We will be meeting from 9-4 in room 107 of the Cross State Office Building. Lunch will be provided and we will reimburse your mileage. Please let us know ASAP if you will be able to join us for this very important work. No pre-work would be required of you. We will provide everything you need on-site.

RSVP to mona.baker@maine.gov by June 11th. Please include your summer address, phone number and if possible e-mail address. Thank you in advance for your support and commitment to this work and to the children in your schools and classrooms.

(NOTE: Certificates will be provided that align with the requirements for Highly Qualified Teachers)

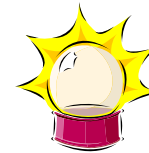
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2004 PAAP Rubric Review



Original PAAP Rubric Development was done:

- **by Content Area Teams made up of a special education teacher, a MAP Teacher Leader, a Special Ed. Director, and a DOE Content Area Specialist**
- **with the following questions in mind:**
 - Are the backed down Performance Levels valid developmental steps? Do they still assess progress toward the specific Performance Indicator being measured?
 - Does the language in the rubrics have the flexibility to allow for age-appropriate contexts for instruction and assessment?
 - Does the language of the rubrics limit the mode through which the student can communicate knowledge and skills (i.e., does not require student to speak unless absolutely necessary to meet the Performance Indicator).



Over the last two years, the PAAP Rubrics have been “tweaked” based on feedback from teachers who have developed PAAPs with students and/or participated in PAAP training and scoring. You are the Maine educators who know the most about the PAAP process, so we would like to take advantage of your expertise to continue to make the Rubrics the best they can be, so-o-o...

Your task today is to review the PAAP Rubrics for the Content Area you have been assigned.

- **Using Bloom’s, your knowledge of the content, and the experience you have had through developing and scoring PAAPs, review and comment on the following questions:**
 - Can the Performance Indicator Descriptor be measured?
 - Are the Performance Level Descriptors for specific PIs a developmental continuum?
 - Are the cognitive levels required for the PI descriptors consistent and appropriate both vertically by Performance Level and horizontally along the continuum for the PI?
 - Is the language of the Performance Level descriptor clear?
 - Does the language of the Performance Level descriptors provide the opportunity for a student to communicate his/her knowledge and skills in whatever mode is most appropriate for the individual?